



## Subject on a Page

# Art & Design



At St. Cuthbert's we (like Picasso) believe every child is an artist and we want them to develop skills and knowledge to experience and create art with imagination, resilience and joy.

## Intent: What do we want for all our pupils?



Through learning about a wide range of art & crafts, from various cultures, we aim to develop passion, respect, inquisitiveness & appreciation of art in all our pupils. Our art curriculum aims to engage children in a broad range of art & craft, teach them skills, encourage creativity & widen their appreciation for different cultures locally & globally; historical & contemporary. Our children will:



develop passion, respect, inquisitiveness & appreciation of art



have their imagination and creativity stimulated



be involved in a range of tactile, visual and sensory experiences



benefit from a carefully sequenced curriculum with strong links to KS3



be equipped with knowledge & cultural capital to succeed in life



learn about the impact of art on different periods, places & cultures



develop and refine their skills using a range of media

## Implementation: How we sequence & teach our art curriculum

Our Art & Design curriculum has been designed through work with County Durham advisers, local art teaching group PATERN & NSEAD. We use the following NSEAD threshold concepts.



### Generating Ideas

Acquire the skills needed to design and develop ideas



### Making

Learn how to use a range of materials to design & make products



### Evaluating

Improve their techniques and refine ideas through evaluating



### Knowledge

Know about technical processes, the cultural context of art, elements of art & artists

## Curriculum Design

The curriculum narrative has been carefully planned to develop our pupils' early creative experiences & build upon them each year, enabling them to express themselves in a practical and inspiring way. We teach art every term & each class has three units of work a year as summarised below. Within each unit, drawing is central so our children have regular opportunities to develop their skills & understanding. Other elements of art are then explored & developed e.g. colour, textile, collage, printing, sculpture and knowledge about artists. We include a range of cultural influences that enhance other curriculum areas, enrich the culture capital of our children and reflect our locality. Creativity and choice about final pieces of work allow pupils to apply their knowledge and explore their own, more personal, artistic responses.

Art	Autumn	Spring	Summer
Reception	Children safely use & explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form & function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts & feelings through design & technology, art, music, dance, role play and stories.		
Year 1	THEME: TOYS – Mark making, line and texture	THEME: PAPER ART – sculpture and collage	THEME: PAINTING– drawing & colour
Year 2	THEME: BUILDINGS – drawing, rubbing and mark making. Working with clay	THEME: SCULPTURES –famous sculptures, abstract and figurative work	THEME: DIVERSE AFRICA – colour palettes, line and pattern. Drawing, crafts, batik
Year 3	THEME: NEW MEDIA - Exploring marks and colour	THEME: RELATIONSHIPS IN PORTRAITS – drawing, painting, photography	THEME: THE IRON MAN - steampunk and kitbashing
Year 4	THEME: FOOD AND POP ART – colour, sculpture, printing	THEME: ARCHITECTURE – drawing with perspective, sculpting	THEME: INSTALLATION & SITE-SPECIFIC ART – textiles, ephemeral art, local sculpture
Year 5	THEME: EYES – line, colour palettes clay	THEME: PRINTING AND NATURE – repeated pattern, printing, digital patterns	THEME: LANDSCAPES AND SEASCAPES – colour palettes, shading, vanishing points
Year 6	THEME: GLASS – drawing, collage	THEME: Faces – drawing, colour, self portraits	THEME: PEOPLE IN ACTION – photography, drawing

## Teaching & Learning

Pupils from EYFS are given sketchbooks to develop their ideas and show the progression in their learning. Teachers model on a large scale and also keep sketchbooks alongside the children to record their learning and experimentation - we are all learners and experimenters and we model this to our pupils. Feedback is verbal or given through modelling and scaffolding throughout lessons. Pupils are encouraged to evaluate and improve their own work and to experiment to try new ideas or ways of working. Our lessons are inclusive - every child is an artist no matter their ability or individual needs. We adapt learning to the needs of our pupils through questioning, modelling and, where necessary, breaking down tasks and providing scaffolds or guides. The cyclical nature of our curriculum enables pupils to refine and develop their learning ensuring that each child progresses.

### Lesson Design

Lessons have a variety of approaches but may include the following:



Recall of previously taught knowledge



Exploring the work of artists



Learning and practising skills



Generating ideas



Evaluating, refining and improving

### Enrichment

Our curriculum is enriched for both pupils and staff. Classes develop links with local galleries and artists, we run after school art clubs and use art to support the personal, social, emotional and spiritual development of our pupils. We recognise the importance of CPD and our art lead and teaching staff have opportunities to collaborate and work with artists, galleries and teams across the North East including PATERN, Durham Advisory Service and colleagues within BCET. Links with colleagues in KS3 help us ensure we know our pupils are ready to progress to the next stage in their learning.

## Impact: How do we assess our art curriculum?

Assessment in art & design takes account of all aspects of pupils' learning and achievement. This includes not only what pupils make but how they make it, what skills they acquire and what they know about the tools and materials they use. Assessment also takes account of what they know about the world of art, craft and design which places their own work in the wider cultural context. Teachers consider both the quality of the products pupils make, their creativity and autonomy and the skills they exhibit as they use tools, materials and processes. Assessment may take place through discussion with pupils and is ongoing through a unit so a profile of achievement across all four threshold concepts is built up. Teachers use this to make a broad overall judgement as detailed below. Sketchbooks are not marked by staff although they are discussed and questioning, feedback, modelling and scaffolding are used in lessons to develop learning.

The art coordinator monitors the teaching and evidence of art through the Bishop Chadwick CET 5 strand approach.



#### Generating Ideas

Does pupil work show: complexity; research; observation; originality; perception; aspiration & creativity?



#### Making

Does pupil work show: technique; skill; control; complexity; mastery; quality; judgement; creativity?



#### Evaluating

Does pupil work show: judgement; autonomy; independence; perception; subtlety?



#### Knowledge

Does pupil work show: breadth; contextual understanding; explanation; judgement?

**EXCEEDING EXPECTATIONS:** Pupils who are exceeding the expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They show deeper understanding and mastery than their peer group.

**MEETING EXPECTATIONS:** Pupils who are meeting expectations in full will typically show consistent evidence of achievement which shows they understand and confidently approach tasks and topics. They are working at an appropriate level for their peer group.

**NOT YET MEETING EXPECTATIONS:** Pupils not meeting expectations may be showing weaknesses or less confidence in some areas or may have needed adaptive teaching or scaffolds to achieve.